

Physical and Sensory

- Visual, enlarge any resources
- Print outs or work in front of child so tracking supported.
- Position child in front of board and teachers.
- Encourage listening activities through audio
- Write in darker pencil/pen
- Writing slopes to bring work closer to them.
- Lots of discussion tasks make sure colour contrast is strong e.g soil layers.
- Hearing, lots of visual aids, pictures, photographs.
- Ensure volume on any clips turned up
- Child able to see teacher talking
- Physical adaptive resources if needed
- Adult/ peer support.

Communication and Interaction

- Children will probably struggle to retain information so PTV vital only work on 2 to 3 words at a time.
- Picture clues with the word photograph of it happening in real life or use concrete object.
- Practice saying the word in different contexts.
- Revisit learning.
- Reinforcement to support working memory processing.
- Interaction
- Children be supported in small groups
- 1:1 with an adult
- Smaller setting / environment
- Have a set role e.g task manager.

Cognition and Learning

- Academic support using PTV and opportunities for reinforcement (same LO but in different ways which is what PLAN encourages)
- Less written work but lots of review opportunities
- Simple instructions use less of them.
- Practical as much as possible
- Visuals/songs/videos/practical
- Small groups supported
- Talking tins, IT, pictures, photos, peer partner.
- Sensory : pre teach, ear defenders, smaller groups, social stories, timer, now and next board.

SEMH

- Keep activities structured and supported.
- Visual instructions
- Give roles dependent on personality
- Pre warning before experiments so they know what is coming.
- Think carefully about sharp implements e.g Be safe book
- Visuals
- Practical as much as possible
- Play to interests.